

University of New Orleans Faculty Senate Meeting Minutes 15 April 2026

University of New Orleans Faculty Senate Meeting Roster, 15 April 2026

		Representation	First	Last	Term	Committee	Attendance
1	1	Administration	Scott	Pentzer	25-26		
2	1	Staff Council	Coleen	Maidlow	25-26		
3	1	SG President	Joshua	Trochez	25-26		
4	1	Alumni Assoc	Nerolie	Rayson	25-26		
5	1	Adjunct	David	Lambour	25-26		
6	1	COBA	Bridget	Bordelon	25-28	B	
7	2	COBA	Kabir	Hassan	23-26	A	
8	3	COBA	DJ	Min	25-28	D	
9	4	COBA	Ray	Rodriguez	23-26	B	
10	5	COBA	Cherie	Trumbach	24-27	SE, C	
11	1	COE	Satish	Bastola	24-27	C	
12	2	COE	Damon	Smith	24-27	SE, A, B	
13	3	COE			23-26	SE, D	
14	1	COLAEHD	Brian	Beabout	23-26	A	
15	2	COLAEHD	David	Beriss	24-27	B	
16	3	COLAEHD	Juana	Ibáñez (S)	24-27	SE, B	
17	4	COLAEHD	Max	Krochmal	24-27	D	
18	5	COLAEHD	Marc	Landry	23-26	Gen Ed.	
19	6	COLAEHD	James	Mokhiber	24-27	SE, D	
20	7	COLAEHD	Andrea	Mosterman	24-27	D	
21	8	COLAEHD	Maria	Nelson	23-26	A	
22	9	COLAEHD	Grace	Reinke	25-28	C	
23	10	COLAEHD	Lisa	Verner	24-27	A	
24	11	COLAEHD	Michelle	Wade	23-26	A	
25	1	COS	Joel	Atallah	24-27	C	
26	2	COS	Rachel	Clostio	23-26	A	
27	3	COS	Cory	Dumesnil	25-28	A	
28	4	COS	Simon	Lailvaux	23-26	D	
29	5	COS	Steve	Rick	23-26	SE, B	
30	6	COS	Ben	Samuel	25-28	A	
31	7	COS	Chris	Summa (Pres)	23-26	SE, A	
32	8	COS	Phoebe	Zito	23-26	Gen Ed.	
33	1	Library	Abram	Himelstein	25-28	B	
34	2	Library	Connie	Phelps (VP)	24-27	SE, D	

Key: Bold: Elected Senate Governance
 Blue: Senate Executive Committee
 Committees: A - Academic C - University Curriculum Committee (UCC)
 B - Budget D - Administrative Gen Ed. - General Education

1. Roll Call. Juana Ibanez (JI), Secretary.

- Quorum is reached. There are no prepared minutes to approve.

2. Provost Darrell Kruger Update and Q&A

CS - Provost Darrell Kruger (DK) arrives at 12:45 pm and we will stop the meeting at that point to hear his report.

3. Discussion of On-Campus Academic AI Policy

slide:

This was a collaboration between Meredith King (THANK YOU!) and the FS Academic Committee

Basically 3 options:

- AI not permitted
- AI Permitted within guidelines

3) AI encouraged within guidelines

Generative Artificial Intelligence (GAI) Course Policy (*see attached*)

Document read.

Text regarding the guidelines is the focus right now.

Discussion:

- Is this an on campus policy only or does it apply online, too?
- Academic integrity concern vs violation – both are there.
- Copy the link for Academic Policy on Academic Dishonesty to add in there.
- Can everyone modify this statement as they want for their own syllabi?
- This policy has examples to be used as needed.
- Why not looking at APA (American Psychological Association guidelines? They have been working on these since Oct 2024. March 2026 is the most recent. UNO should look at it because its language removes ambiguity, like co-pilot released guidelines. If there is a committee creating this policy, they need to review more updated versions.
- CS – We will table the vote on this policy until these concerns are addressed by the committee making the policy.
- How do we know if something submitted really is AI generated? How to know or access that information. It is important but how do we adequately filter what is AI? The AI indicator on TurnItIn is not reliable.
- BTW, I put this policy into Chat GPT which says that the policy is 54% AI generated.
- The conversations are going beyond scope of the document. People have been asking for instructions on what we can inform our students about what AI usage can be. Here is language you can use in your courses. If you want to let them use Grammarly, you can specify it. It is two different issues...Separate hands – what to tell students they can or can't do with AI and how to deal with violators. Is this policy enough language to provide faculty so they can add additional clarification on how AI should be used?
- I've been telling students to disable Grammarly so we can go beyond the AI issue.

CS – DK is here. We will continue with the regular meeting after his presentation.

Provost Report

DK – thank you for the time. As we end the academic year and move into next academic year and into summer there are 6 big items working on. All are interrelated.

1) Planning.

The Louisiana Board of Regents (BoR) engages in academic planning, program closures, or new programs. LSU has August deadlines for program closures. Their deadline for new programs is May 1. We are working with Deans and academic leaders for documents to be submitted to LSU for after our

transition on July 1. After LSU Board of Supervisors (BoS) approves proposals then proposals go to LA BoR for final approval.

2) Institutional effectiveness.

– campus engages in continuous improvement. There are administrative and academic buckets. We set goals in fall semester and spring semester to close the loop. Deadline for proof is May 15. These are important for our reaccreditation visit. Have a report that needs to be submitted to continue work without SACS oversight.

3) Program closures and modifications.

After the last 7 or 8 weeks of review, after consulting deans and program leaders, I have made recommendations to present to President Rousse. We need to talk with UL in our June meeting to act on those recommended closures and modifications.

4) Promotion and tenure.

Since we are moving from UL to LSU system, we have two masters at this point so the processes could take longer. With us changing systems the faculty going through promotion and tenure now are being processed with the UL system to allow us to adjust the timeline so promotion and tenure decisions are completed in June (last meeting as part of UL system) instead of August (normal UL time frame). After the UL system board operates on the recommendations then faculty will be told about their status and promotion and that status will carry over into the LSU system after July 1.

5) Administrative Policies.

We are moving to the LSU system. We have Administrative Policies (AP) with a regular review cycle. Bill Sharpton and I, we are doing a cross examination between AP/LSU/UL policies with goal of determining which policies get revised, eliminated, clipped, or if creation of a new policy is needed. Our deadline was Friday. We have 3 buckets: policies to be in place before July 1, policies to be worked on from July to Dec 2026, and policies to be worked on after January 2027 and moving forward. Any Academic Affairs policies resulting in faculty impact that might need to be revised or modified will be shared with a representative faculty group and they can make some recommendations and we can start to work back and forth to get faculty input (due diligence).

6) Substantive Change report.

The Substantive Change report to the SACCOCS board needs to be reviewed at the UL June meeting and if SACCOCS approves the governance change we will move into LSU system. After that we need a follow up document on our selected status for the Oct 19 campus visit. They have read the prospectus they received in March from UNO and they will ask questions about governance. September 7 is when the document has to be submitted with responses to any of their questions before the Oct 19 visit. We will reach out. The Library does not have to submit anything. Lora was helpful with their prospectus. The folks that can help shape various parts of the document will be called in to help.

These are the six big ones as we march down the track into the LSU system.

Discussion:

- LSU Online news?
- DK – I can't talk about that right now but am happy to answer questions later.
- It is on our agenda for this meeting.
- CS – That agenda item is something I am going to talk to you about.
- DK – We have worked back and forth with LSU Online and Meredith King about stipends, etc.
- Here is a question about the timeline for policy alignment with LSU. What I'm hearing is the timeline to revise and revisit is short.
- DK – It depends.
- Revision is different from implementation. Does LSU have a grace period before implementation?
- DK – The three timelines address the most urgent policies as needed. The goal is to deal with the most time sensitive policies first and LSU will set implementation schedules.
- What is the document being sent to LSU? Will it include the closure of the Math and Theatre programs and what is justification for those closures?
- DK – The BoR form needs to be included and it will include the teach out plans and will include justifications.
- The students have information but haven't heard the justifications for their closure.
- DK - Closures are due to a combination of low enrollment, students in the pipeline, faculty resources, and we will share that document.
- I find it concerning that this has not yet been approved and it has been communicated. There was a problematic email sent out with incorrect information on what was being closed. For example, the BA in Education is not closing. There was no email saying the original email was mistaken. If we want growth-mentality, this is an error that needs to be corrected. Regarding LSU Online, curriculum has always been controlled by the faculty. We have received emails that if we don't want to teach a course, the LSU Online folks will hire an adjunct to teach it. It is very concerning that now the courses are out of the hands of the faculty and departments. LSU Online sells the programs as the same accredited degree of same department on campus so we should be in control on what is offered.
- DK – There is course scheduling and who organizes courses. Send me the email in question and I will talk to the Dean about it. There are Engineering courses are always taught by adjunct. Who teaches the course is determined by the department.
- Can we get that in writing?
- DK – The short answer is the decision is made when the course schedule made at the beginning of the semester. Teaching learning website. Will send it out by tomorrow morning.
- Program closures, there was confusion because the nature of the education programs, not closing.
- There was lots of confusion. We need to make sure that departments are looped in with the draft emails.
- Will communication go out to the UNO community? Will there be an email from the President with rectification of which programs are closing?
- DK – Chris and colleagues I appreciate your time by barging in.
- CS – They were warned that you are busy.

- DK leaves the meeting to attend another meeting.
- With regards to the Education degrees in that cancellation email, the in press release that went out used names were copied and pasted from the catalog and in certification areas for dual certifications. “Elementary and SPED Ed” were announced as closed assuming both were closed. It was only the SPED Ed programs that are being closed. Elementary programs are still in place. The SPED Programs being lost currently serve 5 students over 3 programs. We need a PR initiative to clarify. This is not fixed. We met internally with our students and those that are advising our students to clarify what was being closed. The problem is in Public Relations it is difficult to fix that first impression.
- CS – anyone else want to discuss the information shared by DK?
- Please give a paragraph of how you want us to share the Education cancellations with others. Please add it into the minutes. Please share with us because President KJ is not likely to send it out right away. It sounds like lots of policies are going to have to be dealt with in May and June before that July 1 deadline. There is no clear answer on when the review happens, or when revision happens, and when implemented. We need communication on that process.

Statement from School of Education that is posted on their website:

School of Education Website:

Our commitment to the School of Education remains strong as we expand and enhance our teaching programs. Students can pursue both BS and MAT degrees in elementary and secondary education, designed to meet today’s education needs. We are proud to develop educators who shape communities locally and far beyond.

- *BS Elementary Education*
- *BS Secondary Education*
- *MAT Elementary Education*
- *MAT Secondary Education*
- *Med Curriculum & Instruction*

Emailed statement from Brian Beabout, Director School of Education after Senate Meeting

*The **Teacher Education Program at UNO continues to offer** the following long-standing and vital programs:*

Elementary Education (1-5) B.S.

Secondary Education (6-12) B.S. (Biology, Chemistry, Earth Science, English, Mathematics, Social Studies)

Elementary Education (1-5) M.A.T.

Secondary Education (6-12) M.A.T. (English, Mathematics, Biology, Chemistry, Earth Science, General Science, Physics, and Social Studies

- Graduate students enrolling right now so if there is anything you want to say, tell the folks at the bursar's office, too.
- LSU Online needs more clarity. One of my projects is going through. What was proposed for amounts in Senate proposal is different from what they are saying right now. They are going to give adjunct rates. The preparation is enormous to take a course and shrink into a shorter timeline. Disbursements are all very different.
- CS – We haven't been given a direct response to our proposal.
- The department is not getting money back from the programs. LSU Online is saying that all money goes to the University. There is no College or Department disbursement in place.

slide:

4. LSU Transition

[CS jumped ahead in slide deck to LSU Transition to enable LSU Online discussion. Unviewed slides from LSU Transition can be found at the end of the minutes]

b. Meeting of FSEC with President, Provost and CAO (3/23/2026)

I. LSUOnline Faculty Pay / Disbursement of Funds

From JR:

Kappie and I were able to speak earlier, and we'll work on creating an FAQ document for distribution.

In the meantime, here are some general points about how this will work at LSU New Orleans:

Online courses are treated the same as onground, meaning they count toward the professor's required course load

If an onground course is cross enrolled with an online course, then that counts as one course

Stipends for any overload course - regardless of onground or online - are handled the same way as summer courses that are overloads:

\$5,000 per 3-hour credit course with 5 – 25 students

\$6,000 per 3-hour credit course with 26 – 50 students

\$7,000 per 3-hour credit course with 51+ students

Revenue from online courses is treated the same as onground, meaning there is no special arrangement for revenue distribution based on whether courses are offered online or onground

If and when programs take off and are extremely successful, then the CFO will take that into account when developing the budget in case the college needs additional investment to continue its success

Course development stipends are as follows:

\$5,000 for developing a brand new course

\$TBD for “refreshing” a current course; the range is roughly \$1,500-\$4,000

Discussion:

- LSU gets a cut off the tuition line specifically
- We had proposal on how funds would be disbursed which was sent out and for which we received no response. On Thursday of last week I asked what was going on with our proposal. The CAO (JRW) sent the response that is currently shown on the screen. FYI, “onground” is equivalent of “in person”.
- Stipends are different.
- This is a problematic issue regarding revenue from online courses with no special arrangement for revenue distribution.
- Why can't we have something like this pay scale for summer classes, too?
- It is “handled the same way as summer courses that are overloads,” \$5000 per course. CAO thinks this is salary. As we switch over from one name to another if we don't want this to be the summer salary into the future so we are fighting it now.
- It doesn't seem that JRW paid attention to the revenue distribution of the proposal. We are touchy about this because we have zero budget at the beginning of the year so this disbursement into the departments was our suggestion on how departments should have monies to pay for TAs etc. The CAO thinks this is a back-of-the-house decision; faculty shouldn't be making financial decisions. The CAO said this is a decision for the CFO so the FSEC is going to be meeting with the CFO.
- The bursar is setting up fee tables right now. They are trying to make it so however it is set up it can be pulled up for individual programs.
- Originally, when the LSU Online profit sharing emulated what we did through 2022 profit sharing in summers. That was our way of overcoming the way we lack a budget. My hope is that the CAO didn't understand the profit sharing. We are pursuing the path to make sure that the departments do have a budget. She wants departments to have a budget.
- CS – that is fine if budgets are created for departments.
- We are proposing ways to get a budget but it might not be how she envisions it. Summer stipend has never been as much as overload pay. Summer pay was a portion of salary or \$10000 maximum. What JRW is proposing is whatever is an overload should follow one formula. This might be balancing them both out. It is an ongoing conversation. Why don't we have one way to calculate additional teaching no matter when it is? This is my understanding of how she is thinking.

- We might want to push back. The reason is, it is different. When hiring they ask what the options are. Most summer classes pay 1/9 up to a cap.
- After we pay LSU Online their fee, it is up to UNO how to use the money. I hope that the leadership uses it wisely. It is difficult to put that trust in our leadership right now. How is this going to be organized? How do we not know if there will be courses that we don't create or teach or see the revenue from them? There is no way for us to know what this is going to look like. I can't trust that this is going to be in the best interest of our faculty or students.
- They are aligning with us with what was in the system as well. We don't want a worse deal.
- We were warned to get everything in writing when dealing with this from the other schools.
- Get it in writing to clarify what is really happening. Not just random courses; it might be entire programs that need to go through our curriculum process. When I read the email, if there is a course in the program even if we had all along, and an adjunct has always had all along, they will let the adjunct develop and teach it. Tenure track faculty member are offered first to create the content. We won't have random courses, it is an entire program.
- In history if we want to be in LSU Online do we have to go through Curriculum and Instruction committee?
- As we move into the system we have the possibility of using LSU Online. We need to figure out if there are existing programs that we have that can go online. As Dept Chairs look at what is there already and see if we have programs that could go into LSU Online or decide to create a new program. What LSU Online did was market research to see what was viable. They then ordered them based on what can be done quickly into their format. In HRT it is already fully online and will be moved in quickly because it is already online. For our dept we have a healthcare management program. It is tier 2, so we will start to move it online. We don't have a Bachelor's on Entrepreneurship. That's a tier 3 to do market survey later to see if viable. The departments have the right to determine what is going into those programs. The Healthcare program is going online but we don't have the faculty to create the courses and LSU Online will help find people to help develop that content. That is my understanding of My understanding of the Dean's email.
- There is a lack of communication on how everything operates. Give them a call.
- COLAED got an email about General Education courses going online.
- There is a Gen Ed component to LSU Online to graduate with a BA. They are creating a carousel of online courses to be moved online first. That is likely why specific Gen Ed courses are being moved online.
- We cannot argue using LSU online will allow us to hire more faculty. The fear is that they won't have to hire more faculty because those courses are online.
- My concern is for money not going back to the department. How do we know what programs are valued more or not? If the program is only online and uses all adjunct faculty, perhaps money generated is going to support other departments instead of the home base of department? Moving online will be to the detriment of the department if the money does not go to the department.
- One of the academic subcommittee questions is how will a professor of practice hierarchy to be established.

- New courses will go through Courses and Curriculum (CC) but existing courses are not a CC issue.
- CC could weigh in but if done, it doesn't have to go through CC.
- Changing modality of an existing course does not necessitate going through CC.
- We specifically asked about 16 weeks. They said they would work with you to turn it into two 8-week courses. They do not want 16-week classes. About revenue sharing, in the Social Work department, one of the things we would say is how to get money disbursed to us. The program has over 1000 students, so it sounds good on paper but they are getting around some of the concerns.

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5. President's Updates: Ben Franklin

a. Space Updates

Ben Franklin will continue to use classroom space in Education into the Fall (at least)

Negotiations continue with Ben Franklin over length of lease and renewal policy for HPC

The Cove will reopen in the Fall

Liberal Arts Building News: Andrea Mosterman and Jim Mokhiber

- There is space for 20 people in ED but not enough space for the entire Social Inquiry Division. Breaking up people in Liberal Arts. Philosophy is moving into KH, everyone from History goes into the International Center. The Library to take on a couple of our centers. It is a stressful process. The Space Study doesn't reflect lack of flexibility in spaces. KH is funded by business so space is not available in the same way. Benjamin Franklin High School is to stay in ED for a year, likely, instead of moving to the HPC as originally projected.
- Everyone is welcoming but it is sad that you have to beg people and put them in that position. We shouldn't have to ask for the space.
- We are able to choose moving dates once available but there is no timeline established. When is moving happening? We can't plan until we get a firm moving date.
- In ED they painted rooms while graduate students were in there and then Faculty had to go put furniture back in place so those students could work.
- It was a poor paint job.
- There was a message from Mark Pyle in an effort to bring the committee into process but not the way it should work. A plan should be in place already but this may be the first step to asserting community role in this.

6. Adjournment (additional meeting information that could not be presented can be found at the end of the minutes.)

Motion to Adjourn by JI. Seconded by Andrea Mosterman. Motion passes unanimously. Adjournment at 2:00 pm

Generative Artificial Intelligence (GAI) Course Policy

About Generative Artificial Intelligence (GAI)

Generative Artificial Intelligence (GAI) tools are technologies you may encounter in school, work, and everyday life. These tools can generate text, images, code, audio, or other content in response to prompts. While they can sometimes be helpful, they do not think or make judgments the way humans do, and their outputs may be inaccurate, biased, incomplete, or misleading. You are responsible for demonstrating your own learning, and for following university policies related to academic integrity, privacy, and accessibility.

[Choose which option from 1-3 fits your course. You may update and change specifics as needed.]

Option 1: Generative AI Not Permitted

In this course, you may not use generative artificial intelligence tools. All submitted work must be created by you, without assistance from AI tools for writing, analysis, problem-solving, or content generation.

This includes submitting AI-generated content created by someone else (such as a friend, tutor, online service, or shared AI output), even if you did not personally use the tool.

This policy supports the learning goals of the course, which focus on developing independent thinking, foundational skills, and original intellectual work. These skills take time and practice to build, and this course is designed to support you in that process.

Using generative AI in ways that are not permitted is an academic integrity concern and will be addressed in accordance with university procedures. Approved accommodations that involve assistive technologies are not restricted by this policy.

[Options 2 and 3 Additional Text. Not recommended for Option 1]

Shared Responsibilities When Using Generative AI

Your Responsibilities

You are responsible for submitting work that reflects your own thinking, learning, and effort. When AI tools are permitted, I expect you to use them thoughtfully and ethically.

This means you should:

- Follow the AI guidelines for this course and each assignment
- Disclose any permitted use of generative AI
- Check the accuracy of any AI-influenced content
- Make sure your work reflects your understanding

- Not submit AI-generated content created by someone else

My Responsibilities

I am responsible for clearly explaining how generative AI may or may not be used in this course and for designing assignments that support learning.

This includes:

- Explaining AI expectations in the syllabus and assignments
- Using tools like Turnitin responsibly
- Looking at context and your explanation if questions arise

Use of Turnitin and Writing Process Evidence

Some assignments may be submitted through Turnitin. By enrolling in the course and submitting work, you agree to its use under the university's agreement, including text-matching and AI-related analysis features.

I may use Turnitin as one way to review submissions. If questions come up, I may ask to see drafts, revision histories, or notes that help show how your work developed.

Option 2: Generative AI Permitted with Specific Limits

You may use generative artificial intelligence tools in this course, but only for specific purposes and/or on specific assignments, as outlined by your instructor. When used thoughtfully, these tools can support parts of your process but they should not replace your own thinking, problem-solving, or writing.

Permitted uses:

[List permitted uses/assignments. Suggestions include:

- Brainstorming ideas or exploring possible approaches
- Grammar, clarity, or style suggestions
- Outline development or early planning]

Prohibited uses include:

[List prohibited uses/assignments. Suggestions include:

- Having AI write full assignments or responses for you
- Submitting AI-generated content created by someone else
- Completing graded problem-solving tasks using AI
- Summarizing assigned course readings unless explicitly permitted
- All other uses of GAI not specified as permitted or previously discussed with me]

Submitting work created by someone else or by an AI system as if it were your own work is not allowed. Using generative AI does not shift responsibility away from you. You remain the author of your work. Any time you use generative AI, you must include a brief disclosure statement with your assignment. Failure to disclose permitted GAI is an academic integrity violation. You are

responsible for ensuring that the final work reflects your own understanding, effort, and learning. Approved accommodations that involve assistive technologies are not restricted by this policy.

Option 3: Generative AI Permitted with Disclosure and Reflection

You may use generative artificial intelligence tools in this course, as long as you are open and transparent about how you use them. If you use GAI at any stage of your work, you must include a short disclosure that explains:

- Which tool(s) you used
- How you used the tool
- Why you chose to use it
- Any limitations, inaccuracies, or concerns you noticed in the output

This disclosure should appear as a clearly labeled section or appendix with your submission.

You must submit work that reflects your own thinking and learning. Submitting AI-generated content created by someone else or presenting AI-generated content as if it were entirely your own, is not permitted even when AI use is allowed.

Failure to disclose permitted GAI is an academic integrity violation. Approved accommodations that involve assistive technologies are not restricted by this policy.

Unviewed 15 April 2026 Slides:

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4. LSU Transition

a. Provost's Academic Recommendations for Programs / Teach out

Work is currently underway at the Administrative Level to create a process to be able to register for courses offered through another LSU Campus – one way to do this is to create a “shell course” on our end

Acadeum support for Teach-Out

- How to get the right courses into the hands of students at the right time so that they make progress toward graduation
- Acadeum is a service / consortium of colleges and programs that match specific courses between institutions
- Advisors are given access to Acadeum – we can choose which courses students can take choose from

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[Note: Slide LSU Transition, I. LSUOnline Faculty Pay / Disbursement of Funds is found in the meeting minutes above as it was presented to the Faculty during the designated time for the meeting]

4. LSU Transition (continued)

II. Interim vs. Permanent Leadership Positions

- There are currently searches spinning up for:
 - VP Athletics
 - Director: LSU-New Orleans Foundation
- President Rousse has stated that the CAO and CFO positions will transition from interim to permanent on July 1st.
- Interim Chairs should be transitioned to “permanent” as soon as possible, and merged Chairs split back apart as soon as possible
- Splitting the Deanship for COBA and COLAEHD is being considered
- Training for Chairs is important a process will be spun up for this

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4. LSU Transition (continued)

III. Quality Matters Availability to Faculty

- Quality Matters training, which some faculty have found extremely helpful, will be accessible again to Faculty
- Thanks to Juana Ibanez Meredith King for this!

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5. President's Updates (continued)

b. Faculty Workload Analysis

I mentioned last time I was working on a tool that Chairs could use to do a workload analysis based on raw data from WorkDay.

Version 1.0 (menu driven) is done, but not bulletproof (demo)

Version 2.0 (GUI) is underway.

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5. President's Updates (continued)

c. Upcoming FS Officer Elections

At the next meeting we will seat new Senators and take nominations and hold elections for:

President

Vice President

Secretary

Please start thinking about whom you'd like to nominate for these.

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5. President's Updates (continued)

d. REMINDER: The 82nd Annual Conference of Louisiana Colleges & Universities (Friday, April 24th- all day)

Agenda Highlights

The day is designed for high-level insights and collaborative strategy:

Higher Ed Where We've Been: Barry Erwin, Chief Policy Officer — Better LA

Where We are Today: Higher ed leadership panel featuring Commissioner of Higher Education, **Dr. Kim Hunter Reed**; Senior Ed Policy Advisory to Gov. Jeff Landry, **Dr. Sabarah Kingham**; and leaders from the state university systems including University of Louisiana System President, **Dr. Rick Gallot**.

Strategic Breakout Discussions: Key Issues and Opportunities We Face.

The Future of Higher Ed in Louisiana: Where are We Going? What's Next?

Event Logistics

Date: Friday, April 24, 2026

Time: Registration & Breakfast at 8:00 a.m. | Program begins at 8:30 a.m.

Location: University of Holy Cross, New Orleans

Registration: <https://tinyurl.com/CLCU2026>

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6. Old Business

- Student Participation Verification (registrar)
- Comment 1:
 - We're going to have to choose because one is student driven and the other is faculty. We need to be consistent in our practice.
 - No matter how we collect the data in Canvas, it isn't automated and never will be unless Workday makes major system changes. The student must take action, and following we need to manually manipulate the data to upload it to Workday using an EIB.
 - Best practice (and what most institutions follow for accuracy and timeliness) is for faculty to report. I believe this is what we should be doing and Kara made a mistake by changing it from faculty to student driven. Since implementing the Canvas "attendance", it has been problematic because, if a course is in person, students aren't checking Canvas. This affects student financial aid awards and delays financial aid processing.
- Comment 2:
 - If we're to implement a non-attendance purge, we need more accurate information that we can only obtain from faculty and cannot rely on students for. Also, I'm not sure this would solve the issue if we can't get students to go into Canvas. We can discuss.
 - It's my understanding this is what faculty are supposed to be doing now or setting up something for students to interact with outside of just viewing course information.

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7) New Business

- Request from CAO
- As we steer the entire campus to focus on our ultimate KPI - enrollment growth - I've been thinking about how we can create differentiation and strategic advantages for LSU New Orleans to position it as an attractive option for students who are concerned about graduating with real skill sets that will make them attractive job candidates post-graduation.
- One small yet impactful way could be to create experiential learning opportunities on campus for student workers that:
 - Prepare them for the post-graduation workforce by hiring them in roles that build skills applicable for jobs across industries and enable them to build their resumes with real work experience while making money and learning from our staff
 - Support functional areas of the university that can help drive enrollment
 - Create more capacity for us as we continue to manage operations in a lean manner until we can afford to staff up when enrollment is higher
- More specifically, I'm asking if we can create (paid) practicums that would count as course credit in areas such as marketing, film, arts, and business administration (assuming they don't already exist). These could have deliverables due at the end of the semester.
- For example, we cannot afford the marketing team required to tell our story the way we need. We need videographers, directors, student actors/spokespersons, and editors of video content, plus graphic designers, social media managers, and more.
- Having a project-manager of student-led marketing projects who could work under the direction of our marketing staff would be real administrative experience, in addition to helping us with our capacity issue. And it may be most impactful to have our own students contribute or even lead some storytelling from their lens- speaking to prospective students through content as peers who understand their position in life and who are cheerleaders for our institution.
- Can the faculty senate please help us with this? Any ideas and feedback are appreciated!

End of slides